Support for FEPs

TITLE I AND TITLE III COLLABORATION

OBJECTIVES

- Title I program requirements
- Title III program requirements
- How TI and TIII resources can be combined

TYPICAL TITLE I PROGRAM STRUCTURE

Core Academic Classroom

Title I Intervention(s)

TA
Title I teachers
Title I paras
Title I materials
Title I **TIME**

SW
Teachers
Paras
Materials
TIME

TYPES OF TITLE I PROGRAMS - TA

✖ Targeted Assistance

  ✚ < 40% poverty = fewer students and less $

  ✚ Entry and exit criteria

  ✚ Identifies (targets) and serves most at academically at-risk

  ✚ Extended learning time – SBR

TYPES OF TITLE I PROGRAMS - SW

✖ **Schoolwide Programs**

  ✚ Minimum 40% poverty – higher counts = more $

  ✚ Require a SW Plan

  ✚ Comprehensive needs assessment

  ✚ SW reform model - SBR

  ✚ Interventions for all academically at-risk - SBR

ELIGIBLE STUDENTS

* In a Title I schoolwide school, Title I funds may be used to provide services to any student.
* In a Title I targeted assistance school, Title I funds may only be used to provide services to the most academically at risk

RESPONSE TO INTERVENTION

- ✖ Problem solving model
- ✖ What's the problem?
  - ✚ Students who are not at grade level performance
- ✖ Diagnosis
  - ✚ Screening results
  - ✚ Classroom performance
  - ✚ AIMS or other standardized assessments

TI in an RTI Model

Screening tools generally NOT a TI $
Formative assessment – depending on LEA options

District - level
Pd incl principals
Parent activities

Basic Classroom Instruction

Supplemental materials
support for teachers
PD – coaches
Aides
TI teacher

Assessments

Targeted Intervention

TI teachers
aides
PD
materials incl technology

Assessments

Intensive Intervention

TI teachers
aides
PD
Materials incl technology

ELIGIBILITY

- **ELL**
  - Answer on home language survey question ≠ English
  - AZELLA scores = not proficient
- **ELL – special conditions**
  - AZELLA scores in reading and/or writing = proficient
- **FEP1 and FEP2**
  - AZELLA scores = proficient within the last 2 years

PROGRAMS OR SERVICES – TITLE III

- **ELL**
  - 4- hour ELD classroom/other alternate ELL Learner's Task Force approved model
  - ILLP (Individual Language Learner Plan)
  - Title III – Federal Compensatory Instruction – Language and Academic Support
  - State Compensatory Instruction - Language Support

PROGRAMS/SERVICES CONTINUED –TITLE III

* ELL – special conditions
  + 3- or 2 – hour ELD classroom/other alternate ELL Learner's Task Force approved model – (Middle School/High School Only)
  + ILLP (Individual Language Learner Plan)
  + Title III – Federal Compensatory Instruction – Language and Academic Support
  + State Compensatory Instruction – Language Support
* FEP1 and FEP2
  + State Compensatory Instruction - Language Support
  + Title I Academic Support

FEP

- Students take AZELLA and score English proficient
- Designation is now FEP – Monitored for 2 years
- Move to mainstream classroom
- Will retake AZELLA at the end of the next 2 years
- Are these students expected to do grade level work?

Core Academic Classroom

(includes FEP students)

Title I Intervention(s)

Includes FEPs

TA
Title I teachers
Title I paras
Title I materials
Title I **TIME**

SW
Teachers
Paras
Materials
TIME

RESPONSE TO INTERVENTION

* Problem solving model
* What's the problem?
  + Students who are not at grade level performance
  + FEP students who are not at grade level
* Diagnosis
  + Screening results
  + Classroom performance
  + AIMS or other standardized assessments

LIMITATIONS OF ASSESSMENTS

* Arbitrary along the continuum

* Measurement error

* Chance factors

* Detail of results – AZELLA and AIMS

SERVING FEP STUDENTS

* What kind of interventions may be needed
    + Language/vocabulary support
    + Additional time for practice of skills
    + Catching up to grade level
* How will you know
    + AZELLA score report
    + AIMS scores reports
    + Other screening tools

TI in an RTI Model

Screening tools
generally NOT a TI $
Formative assessment –
depending on state options

District - level
PD incl principals
Parent activities

Basic Classroom Instruction (with FEPs)

Supplemental materials
support for teachers
PD – coaches
Aides
TI teacher

Assessments

Targeted Intervention

TI teachers
aides
PD
materials incl technology

Assessments

Compensatory
Instruction
Program

Intensive Intervention

TI teachers
aides
PD
Materials incl technology

Struggling FEP –
retake AZELLA;
Score below
Proficient

REVIEW OF PROGRAMS OR SERVICES

✖ ELL

- ✛ 4- hour ELD classroom/other alternate ELL Learner's Task Force approved model
- ✛ ILLP (Individual Language Learner Plan)
- ✛ Title III – Federal Compensatory Instruction – Language and Academic Support
- ✛ State Compensatory Instruction - Language Support
- ✛ Title I - Academic Support

REVIEW - CONTINUED

* **ELL – special conditions**
    * 3- or 2 – hour ELD classroom/other alternate ELL Learner's Task Force approved model – (Middle School/High School Only)
    * ILLP (Individual Language Learner Plan)
    * Title III – Federal Compensatory Instruction – Language and Academic Support
    * State Compensatory Instruction – Language Support
* **FEP1 and FEP2**
    * State Compensatory Instruction - Language Support
    * Title I Academic Support

RESPONSE TO INTERVENTION - TITLE III

- Problem solving model
- What's the problem?
  - Students who are not English proficient
    - Listening, Speaking, Reading, Writing skills
- Diagnosis
  - AZELLA – Rapid Report
    - Subtest Scores (Individual/Class)
  - Screening results
  - Classroom performance/formative assessments
  - Other standardized assessments

TIII in an RTI Model

Screening tools generally NOT a TIII $
Formative assessment – depending on LEA options

District - level
PD includes
  principals
Parent activities

Supplemental materials
support for teachers
PD – coaches
Instructional Assistants

Basic ELD Classroom Instruction (Four Hours)

Targeted ELD Intervention (Before School, Afterschool and Summer sessions)

Assessments (formative)

Instructional Assistants
Professional Development
materials - includes technology

Differentiating ELD Instruction

Intensive ELD Intervention

Assessments

Instructional Assistants
Professional Development
Materials - includes technology

SUPPLEMENT NOT SUPPLANT

- Title I and Title III each has a supplement not supplant requirement that affects the use of funds to implement RTI.

- In general, the supplement not supplant requirement is intended to ensure that services provided with Federal funds are in addition to, and do not replace or supplant, services that students would otherwise receive.

TITLE III FUNDING…..

➢ Provide supplemental funding for ELL program

➢ Submit application through Grants Management

➢ Review/Approval process by Office of English Language Acquisition Services (OELAS)

TITLE III FUNDING…..

➢ Title III LEP Grant

➢ Title III Consortium

  -Must join — to receive funds if LEA's allocation is **under $10,000.00**

➢ Cash Management Report required monthly

➢ End date can go beyond 6/30 for summer activities (cross fiscal years)

TITLE III FUNDING PURPOSES…..

Part A:

- **Ensure** LEP students attain English language proficiency
- **Assist** LEP students meet the same academic content and standards
- **Develop** high quality language instruction programs
- **Promote** parental and community participation
- **Streamline** language instruction programs
- **Hold** SEAs, LEAs and Schools **accountable**

Part B:

- **Promote** systematic improvement for educational programs
- **Develop** accountability systems for educational programs
- **Develop** language skills and multicultural understanding
- **Develop** data collection, dissemination, research materials and technical assistance that are focused on school improvement for LEPs
- **Develop** programs that strengthen and improve the professional training of educational personnel

Part C:

- Definitions
- Parent Notification
- National Clearinghouse
- Regulations

TITLE III FUNDING REQUIREMENTS......

Supplement ⟶ **NOT** ⟶ **Supplant**

"to add to"   **"to take the place of"**

LEA's Basic Responsibilities:

✓ Teacher (Salary & Benefits)

✓ Classroom

✓ Curriculum/textbooks

TO SUPPLEMENT OR TO SUPPLANT?

THAT IS THE ?

- **Expand** program
- **Enhance** program
- **Upgrade** reading/academic program
- **Intensify** instruction
- **Provide** tutorials for students
- **Provide** technical training
- **Purchase** software
- **Develop** high quality professional program
- **Develop** accountability systems to monitor student progress
- **Implement** family education programs

SUPPLEMENTAL MATERIALS FOR THE SOLE USE BY ELL STUDENTS…...

- Additional hardware
- Additional software
- Additional reading materials (i.e., novels, magazines, newspapers, comic books, encyclopedias, atlases, thesauri, dictionaries)
- Manipulatives
- Visual Aides (i.e., pictures, posters, flash cards)
- Listening Centers (i.e., books on cassette/cd)

SUPPLEMENTAL…..OTHER:

➢ **Classroom instructional assistants**

➢ **SEI coach/mentor stipends**

➢ **Program coordinator stipends**

➢ **Professional development**

  –Teacher preparation for effective ELL instruction; incorporating curricula and resources regarding appropriate/effective instruction; improving program quality

➢ **Parental involvement**

  –Implementing family education programs, parent outreach and training activities designed to assist parents to become active participants in the education of their children

CONTINUING SUPPLEMENTAL SERVICES…..

➢ Parental translation services

–communication and information must be provided in a language that the parent can understand

➢ Private school

–consultation in a timely and meaningful manner to provide equitable services and meet the needs of eligible private school students and/or teachers and other educational personnel

–discussion to include: identification of children's needs, services offered and provided, and assessment of such services for ELLs

TESTS OF SUPPLANTING

Supplanting is presumed if:

1. Federal funds are used to provide services required under State or local law, or other Federal law.

2. Prior year comparisons show:
   + An LEA uses Title I funds to provide services that it provided in the prior year with *non-Federal funds*;
   + An LEA uses Title III funds to provide services that it provided in the prior year with *State, local, or other Federal funds*;

3. **Title I funds** are used to provide services in a Title I program that it provides with non-Federal funds in non-Title I schools.

FROM ELL TO FEP TO GRADE LEVEL

Tier 1 Instruction	
SEI Classroom	Regular Classroom

↓

Tier 2 Interventions
Title I and/or Comp Instruction and/or Title III

↓

Tier 3 Interventions
Title I and Comp Instruction and Title III